## Educator Information and Directions

This PDF provides the materials that accompany the lesson "Elements of Fiction and *Bud, Not Buddy*." This PDF contains activities for students to complete before, during, and after they read the passage. Highlighted words within the passage indicate vocabulary words that will be referred to in assessment questions.

## Student Reading Guide

**Before Reading**

- ❑ Watch the video.
- ❑ Review the anchor chart.
- ❑ Complete the vocabulary activity.
- ❑ Complete the **Online Practice**.
- ❑ Read some information about today's passage.
- ❑ Start thinking about the topics in the passage by answering the questions.

**During Reading**

- ❑ Read the **Purpose for Reading**.
- ❑ Read the passage.
- ❑ Take notes and annotate what you are reading.

**After Reading**

- ❑ Reflect on what you have read by answering the questions.
- ❑ Complete the **Online Assessment** questions.
- ❑ Pick a fiction novel and complete a graphic organizer for it.

## Taking Notes and Annotating

Here are some strategies for annotating and taking notes **in the text itself:**

- Highlight or underline important words or words you don't know.
- (Circle) key concepts and ideas.
- Use abbreviations or symbols. For example:

| | |
|---|---|
| **?** | To show confusion or questions |
| **M.I.** | To show the main idea |
| ⭐ | To show important details |
| ❤️ | To show the main character's feelings |

Here are some strategies for annotating and taking notes **in the notes section** under the text:

- Summarize key points in your own words.
- Write brief comments and questions.

**If you would prefer to listen to the passage, scan or click the QR code at left to access an audio recording.**

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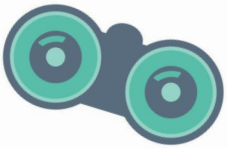
# Elements of Fiction – Anchor Chart

**Fiction**
Literature created from the author's own imagination

The **plot**, **characters**, and **setting** tell the reader what happens in the story, who it is happening to, and when and where it is taking place.

**Symbols** - people, actions, or objects that represent a bigger idea

**Point of view** - perspective or angle from which the story is told



**Imagery** - descriptions to create a picture or idea in the reader's head

**Tone** - narrator's attitude toward a subject

gentle worried negative critical sarcastic

**Figurative language** - language that develops a deeper meaning than what the text actually says

**Mood** - a feeling that the story evokes in the reader

The author uses all of these elements to develop a **theme**, which is the overarching idea or lesson in a story.

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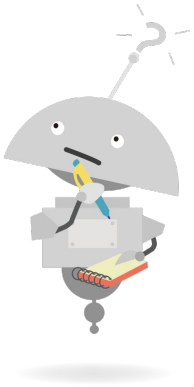
# Elements of Fiction – Vocabulary

Match each word in the left column with its definition on the right.
Write the corresponding letters next to the vocabulary words.

1. ____ Plot
2. ____ Characters
3. ____ Setting
4. ____ Tone
5. ____ Symbol
6. ____ Figurative language
7. ____ Theme
8. ____ Fiction
9. ____ Point of view
10. ____ Mood
11. ____ Imagery



a. Literature created from the author's own imagination

b. What happens in the story

c. Who the story is happening to

d. The perspective or angle from which the story is told

e. When and where the story is taking place

f. A feeling that the story evokes in the reader

g. Descriptions to create a picture or idea in the reader's head

h. The narrator's attitude toward a subject

i. A person, action, or object that represents a bigger idea

j. Language that develops a deeper meaning than what the text actually says

k. The overarching idea or lesson in a story

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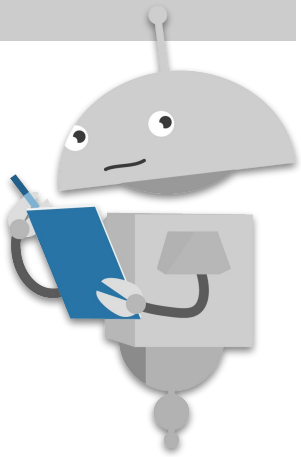
# Before Reading



Today's passage is an excerpt from *Bud, Not Buddy* by Christopher Paul Curtis. The main character is describing the library that he is visiting.

Before you read today's passage, think about how you might describe a library. You can write or draw to answer these questions.

What do you know about libraries and how most people view them? How do you feel when you enter a library?

Have you ever noticed how different places have their own smells? Do you think the library has a smell? Can you think of an example or another place that has its own smell?

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# During Reading

**Purpose for Reading:** While you are reading, pay attention to the imagery and detailed descriptions. Ask yourself how these descriptions help us understand the main character and how they create a mood in the passage.

While you read, remember to annotate and take notes! You can review strategies for annotation on p. 1 of this PDF.

**Excerpt from *Bud, Not Buddy* by Christopher Paul Curtis**

(1) I pushed the heavy door open and walked into the library. The air in the library isn't like the air anywhere else, first it's always cooler than the air outside, it feels like you're walking into a cellar on a hot July day, even if you have to walk up a bunch of stairs to get into it.

(2) The next thing about the air in the library is that no other place smells anything like it. If you close your eyes and try to pick out what it is that you're sniffing you're only going to get confused, because all the smells have blended together and turned themselves into a different one.

(3) As soon as I got into the library I closed my eyes and took a deep breath. I got a whiff of the leather on all the old books, a smell that got real strong if you picked one of them up and stuck your nose real close to it when you turned the pages. Then there was the smell of the cloth that covered the brand-new books, the books that

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**Excerpt from *Bud, Not Buddy* by Christopher Paul Curtis (continued)**

made a splitting sound when you opened them. Then I could sniff the paper, that soft, powdery, drowsy smell that comes off the pages in little puffs when you're reading something or looking at some pictures, a kind of hypnotizing smell.

(4) I think it's that smell that makes so many folks fall asleep in the library. You'll see someone turn a page and you can imagine a puff of page powder coming up really slow and easy until it starts piling on the person's eye-lashes, weighing their eyes down so much that they stay down a little longer after each blink and finally making them so heavy that they just don't come back up at all. Then their mouths come open and their heads start bouncing up and down like they're bobbing in a big tub of water for apples and before you know it,... woop, zoop, sloop... they're out cold and their face thunks down smack-dab on the book.

(5) That's the part that gets the librarians the maddest, they get real upset if folks start drooling in the books and, page powder or not, they don't want to hear no excuses, you gotta get out. Drooling in the books is even worse than laughing out loud in the library, and even though it might seem kind of mean, you can't really

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# During Reading (continued)

**Excerpt from *Bud, Not Buddy* by Christopher Paul Curtis (continued)**

blame the librarians for tossing drooly folks out 'cause there's nothing worse than opening a book and having the pages all stuck together from somebody's dried-up slobber.

Curtis, Christopher Paul. *Bud, Not Buddy*. New York: Delacorte Press, 1999.

**Notes**

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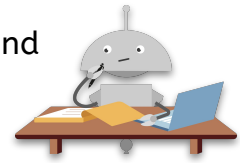
# After Reading

The text mentions the sound of new books making a splitting sound when opened. What other sounds might you hear in this library?



Write a short paragraph or draw an illustration from the point of view of a librarian in the story. How might they feel about the drooling issue?

After you are done reading and answering these questions, you may want to ask yourself some more questions, like...

- What is the passage about?
- What is the theme or main idea?

You may even want to read the passage a second or third time! When you feel ready, go ahead and take your assessment!

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# Elements of Fiction – Graphic Organizer

Choose any fiction book and complete the graphic organizer.

Title:

_____

Author:

_____

What is the **plot** of the story?

_____

_____

_____

_____

_____

_____

Who are the main **characters**?

_____

_____

Illustrate the **setting**.

From whose **point of view** is the story written?

_____

_____

_____

_____

Pick a word to describe the story's...

| **Setting** | **Mood** | **Tone** |
|---|---|---|
| _____ | _____ | _____ |

Choose a quote from the text that demonstrates the use of **imagery**.

_____

_____

Choose a quote from the text that demonstrates the use of **figurative language**.

_____

_____

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